CHAPTER III
RESEARCH METHOD

This chapter presents the procedures used in concluding the research. It covers the research design, the research subject, the technique and instrument, and the data analysis.

3.1 Research Design

Research design defines as set of plans, methods, and procedures in collecting, measuring, and analyzing the data. The research design is model or action plan determine how the study is conducted and provide a roadmap of study (Ary, Jacobs, Sorensen, & Walker, 2010). Additionally, Creswell, (2009) defines research design as procedures for research from broad assumptions to detail methods of data collection and data analysis.

The research design adopted for this study was a qualitative research. In this investigation, the writer wants to investigate the international (Thai) students and local (Indonesian) students’ perceptions of the self-chosen and heterogeneous lecturer-formed group. The qualitative research is the most appropriate design for this investigation because the writer intended to obtain further in-depth information, in-depth understanding, and detail description in the form of descriptions about the phenomena of having group works.

Experts defined qualitative as the researcher plan of how to proceed to gain an understanding of some groups, individuals, families, organizations, and industries (J. W. Creswell, 2009; Ary et al., 2010) or some phenomenon in its natural setting (Ary, Jacobs, Sorensen, & Walker, 2010; Kriyantono 2014; Leavy 2017). Similarly, Creswell (2007) state that "A qualitative study is defined as the
inquiry of a complex, holistic picture, formed with words, reporting detailed views of information, and conducted in a natural setting”. Additionally, Merriam (2009) defines qualitative research design as the notion of inquiring into or investigating something in a systematic manner. The qualitative research design is divided into some approaches as Creswell (2007) describes five approaches in qualitative investigation (narrative research, phenomenology, grounded theory, ethnography, and case study). In this investigation the writer used case study approach. Creswell (2007) stated that the characteristic of case study approach is to produce an in-depth description, anchored in real life, provides a rich, holistic description of context, issue.

In this current research, the writer does not seek to make a generalization rather than to carry out an in-depth investigation (Alsaqqaf, Swanto, Din, Bidin, & Shabdin, 2017) in-depth understanding of phenomenon such as the subject's perspective or even making a theory (Pawito, 2007) to give clear interpretation (Ary et al., 2010) to explore an issue without a pre-specified hypothesis and to unravel the various aspects of that issue while collecting and analyzing data (Damaskinidis, 2017).

3.2 Research Subject

In this investigation, the writer has designed the criteria for choosing the subject. The criteria must be international students (Thai) and local (Indonesian) of English Department that has been experiencing the group work in the classroom in the context of self-chosen group and heterogeneous lecturer-formed group. In order to get in-depth information and achieve the objective set by the current research, 5 international (A, R, A, B, I) and 5 local (D, H, A, S, N)
students’ year 2014 of English Department were selected to be the subject in this study. Out of 5 Thailand students, 3 are females (20-22 years old) and 2 males (22 years old). Out of 5 local students, 3 are females (22 years old) and 2 males (21-23 years old). The writer takes these subjects because this subject matches the criteria determined by the writer.

3.3 Data Collection

3.3.1 Technique and Instrument

To get data in a research, the writer needs to find a suitable technique and instrument. The technique used in collecting the data is interview technique. The instrument used to obtain the data in this study was interview guideline (see appendix 2). It aimed to find out how students’ perceptions on self-chosen and heterogeneous lecturer-formed group. The instrument was taken from the previous journal that has been use by Marks and O’Connor on (2013) and continually used by Kudek on 2016. After taking the question the writer adapted to suit with the research question. Then the writer validate the instrument to the expert validity (Research expert and assessment expert).

3.3.2 Research Procedure

In order to provide data, the procedure consisted of the following phase:

1. Phase one; Planning

In this phase, the writer works together with advisors to plan some method to get the data, constructing and preparing the instrument (interview guideline) is also discussed.
2. Phase two; Collecting data

In this phase, the writer was conducting interview session and collecting the data from the entire participants;

3. Phase three; Analyzing data

The last phase, the writer analyzing and concluding the data from interview session

3.4 Data Analysis

In helping the writer in analysing the data, making the interview transcript is needed (appendix 1) and the procedure of analyzing the data was as follows:

1. Checking the clarity and completeness of data

2. Classifying the students answer between local and international students

3. Coding the students answer such as ideas, topics, statement, feeling, perception, opinion or any other keywords that can symbolically summarize, highlighting messages, capturing the essence of a portion of data

4. Organizing and grouping the same information together in categories

5. Interpreting the data

6. Drawing the conclusion.